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ABSTRACT

The perceptions of teachers about students' lack of success were studied, and the groundwork was laid for the future study of the effectiveness of a policy of warning students and parents of impending failure. The primary sources of data were teacher-coded reasons for failure, given on notices (progress reports) to secondary school students in the Austin (Texas) public schools, and received after 3 weeks of each 6-week marking period. These computer-generated notices have a menu of 11 reasons from which teachers may choose. Data for 16,000 students in 11 high schools and 12,000 students in 13 middle and junior high schools were reviewed. Failure to turn in work was the most common reason for failure; poor performance on quizzes/tests was equally common for grades 9 to 12, but just over half as common in grades 6 through 8. Excessive absence or tardiness was the third most common reason for failure in grades 9 through 12, with failure to make up work and lack of effort a second tier of reported causes for failure. Middle school students were more likely to fail to bring material to class, and older students were more likely to have excessive absences. Males were cited more frequently than were females in every category. This computerized system forces teachers to reflect on student performance and gives students and parents a warning of the students' impending failure. Further research into the consequences of such warning is warranted. Eighteen tables provide the study results, and a sample progress report and coding sheet are included. (SLD)

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Why Secondary Teachers Fail Students

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Why do secondary students fail courses? Are student failures a significant problem? How do teachers perceive students who fail? This paper focuses on the perceptions of teachers of the reasons for students' lack of success. It also points the way toward a future study of the effectiveness of a policy of warning students and parents of impending failure.

PERSPECTIVES:

Students in the 24 secondary schools of this urban district receive notices (as mandated in Texas' education-reform legislation) after three weeks of each six-week grading period of any of their grade averages which are below 70, or are marginally passing. These notices are computer generated from a menu of reasons from which the teacher may select one or more to explain why the student is failing the course. In theory, the policy should provide warning to the student and parents, and provide opportunity for the student to improve grades before the end of the six weeks. Subsequent to the warning notice the student either fails the course for the six weeks, or passes. The severity of the failure problem is shown by Attachment A.

METHODS AND DATA ANALYSIS:

Teacher-coded reasons for failure notices distributed among 16,000 high school students in 11 AISD high schools and 12,000 students in 13 middle/junior high schools for each six-week grading period for two years were the primary sources of data. (Attechments B and C are the computer summaries for high school and middle/junior high school failure-notice codes for a representative period, the sixth six weeks of 1987-88. Attachments D and E show the distribution of reasons by student for the same period.)

At the three-week interval of each six-week reporting period, teachers complete an optical scanner document (See Attachment F.) by selecting the reason(s) each student is failing a course. Each student may have one or multiple reasons selected by the teacher. Those reasons are translated by the computer into a progress report that is mailed to the parent. (Attachment G is a sample progress report.) Teachers may select from the following comments/reasons:

H. Failure to turn in work
I. Failure to make up work/take test
J. Lack of effort
K. Poor performance on quizzes/tests
L. Excessive absences/tardies
M. Poor study/work habits
N. Failure to turn in project
O. Inappropriate/uncooperative behavior
P. Failure to pay attention
Q. Failure to seek help when needed
R. Failure to bring materials to class

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Why Secondary Teachers Fail Students

All analyses for this study were calculated with the statistical package SAS on the District's mainframe computer (IBM 4381 Q13, MVS/SA). The 11 reasons for failure were also grouped into four thematic clusters:

- Missing grades,
- Insufficient academic motivation,
- Academic performance problems, and
- Behavior problems.

FINDINGS:

General:

Figures 1 and 2 show the ranking of teacher comments, individually and in thematic clusters.

- Failure to turn in work is the most common reason given for failing grades.
- Equally common in grades 9 - 12 is poor performance on quizzes and tests; however, in grades 6 - 8 poor test performance contributed to just over half as many failures.
- Excessive absences and tardies is the third most common reason given for failure in grades 9 - 12 -- twice as commonly as in grades 6 - 8.
- Failure to make up work/take a test and lack of effort comprise a second tier of reported causes for failure.

By Grade:

- Compared to students in grades 9 - 12, middle school students are reported to fail to bring materials to class, fail to pay attention, and demonstrate inappropriate/ uncooperative behavior more frequently.
- Excessive absences/tardies are more frequently a problem in grades 9 - 12 than in grades 6 - 8.

By Sex:

- Males are cited more frequently than females in every comment category.
- The two areas with the largest discrepancies are inappropriate/ uncooperative behavior, and failure to bring materials to class.

By Ethnicity:

- The comment with the highest representation of Black students is inappropriate/uncooperative behavior.
- Excessive absences/tardies is the comment with the highest representation of Hispanic students.
- Failure to turn in a project is the comment with the highest representation of White students.

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Why Secondary Teachers Fail Students

EDUCATIONAL IMPORTANCE:

Over half (9,485 of 16,000 high school students and 6,688 of 12,000 middle/junior high school students) received "progress reports" for failing grades for the [illegible]th six weeks of 1987-88. Forty-one percent of high school students and 35% of stude[illegible] in grades 7 and 8 subsequently received F's in one or more courses for that six weeks. (See Attachment A.) In a "good" school district this is an unacceptable rate of failures.

Students who are at-risk for dropping out of school before high school graduation include those who have failed courses in high school. If districts are to "hold" those at-risk students, they must first address the issue of students who fail courses. If students fail because they are not doing assigned work, then there must be plans to correct that problem.

AISD's computerized system for sending notices to parents about potentially failing grades is an innovation in practice. It forces reflectivity on the part of the teacher, as to the reasons students may be in danger of failing their courses, and it gives students and parents a warning. Further research into the consequences of the warnings is indicated, and some possible questions are listed here:

- Since some students who are failing at the third week do not ultimately fail, what are the differences between those who fail and those who do not?
- Are there students who fail the six weeks who were not failing at three weeks and did not receive notices?
- Are there specific teacher comments which usually preceed the student's subsequently passing the course, and conversely, reasons for failure at three weeks which usually predict failure for the six weeks?
- Are there interventions by the school which might address specific reasons for failure before they occur (e.g., study skills training, training in organization skills for work loads, etc.).

Why Secondary Teachers Fail Students

Figure 1
Reasons Ranked by Percentage of Choices

	COMMENT	GRADES 6-8	GRADES 9-12
H.	Failure to turn in work	1 (26%)	2 (23%)
I.	Failure to make up work/take test	4 (9%)	4 (10%)
J.	Lack of effort	3 (12%)	5 (10%)
K.	Poor performance on quizzes/tests	2 (15%)	1 (23%)
L.	Excessive absences/tardies	6 (7%)	3 (15%)
M.	Poor study/work habits	5 (8%)	6 (7%)
N.	Failure to turn in project	11 (2%)	10 (2%)
O.	Inappropriate/uncooperative behavior	8 (7%)	9 (3%)
P.	Failure to pay attention	7 (7%)	7 (3%)
Q.	Failure to seek help when needed	10 (3%)	8 (3%)
R.	Failure to bring materials to class	9 (4%)	11 (1%)

Why Secondary Teachers Fail Students

FIGURE 2
Grouping of Comments by Thematic Cluster

CLUSTER	GRADES 6-8	GRADES 9-12
MISSING GRADES	**37%**	**35%**
H. Failure to turn in work	26%	23%
I. Failure to make up work/take test	9%	10%
N. Failure to turn in project	2%	2%
INSUFFICIENT ACADEMIC MOTIVATION	**33%**	**32%**
J. Lack of effort	12%	10%
L. Excessive absences/tardies	7%	15%
P. Failure to pay attention	7%	3%
Q. Failure to seek help when needed	3%	3%
R. Failure to bring materials to class	4%	1%
ACADEMIC PERFORMANCE PROBLEMS	**23%**	**30%**
K. Poor performance on quizzes/tests	15%	23%
M. Poor study/work habits	8%	7%
BEHAVIOR PROBLEMS	**7%**	**3%**
O. Inappropriate/uncooperative behavior	7%	3%

Percentages of Students Receiving at Least One F

Reporting Period		Grade Level 7	8	7-8	9	10	11	12	9-12
First	84-85	33.39%	30.97%	32.17%	44.59%	34.84%	33.88%	22.36%	35.61%
Six	85-86	47.12%	39.92%	43.56%	50.57%	37.99%	37.62%	24.15%	39.82%
Weeks	86-87	42.59%	34.45%	38.96%	41.98%	32.08%	30.14%	17.60%	31.97%
	87-88	33.10%	27.33%	30.46%	39.05%	31.55%	28.74%	18.49%	30.40%
	88-89	29.26%	22.43%	25.92%	45.05%	31.99%	29.58%	20.64%	33.35%
Second	84-85	37.26%	32.96%	35.09%	50.55%	40.15%	38.38%	25.23%	40.50%
Six	85-86	47.20%	43.00%	45.12%	53.96%	42.06%	36.85%	27.39%	42.41%
Weeks	86-87	44.40%	35.18%	40.26%	47.61%	38.88%	36.93%	23.36%	38.13%
	87-88	38.39%	31.08%	35.03%	46.09%	39.28%	36.94%	25.79%	37.92%
	88-89	33.80%	26.88%	30.41%	52.14%	38.62%	37.99%	27.20%	40.47%
Third	84-85	39.75%	36.66%	38.19%	57.33%	46.83%	45.98%	32.18%	47.46%
Six	85-86	48.23%	42.61%	45.45%	60.45%	45.40%	40.54%	30.46%	46.81%
Weeks	86-87	46.36%	38.12%	42.65%	51.54%	41.71%	38.49%	26.08%	40.94%
	87-88	38.79%	31.35%	35.39%	47.96%	42.86%	38.94%	28.20%	40.30%
Final	84-85	----	----	----	49.53%	36.54%	33.88%	20.46%	37.38%
Grade	85-86	----	----	----	52.48%	38.76%	33.14%	21.25%	39.07%
First	86-87	----	----	----	44.37%	34.68%	31.42%	18.54%	33.75%
Sem.	87-88	----	----	----	41.36%	36.00%	32.25%	20.03%	33.27%
Any	84-85	52.22%	49.69%	50.94%	68.17%	59.64%	60.68%	44.70%	59.90%
Period	85-86	61.28%	56.39%	58.86%	70.83%	58.27%	55.35%	44.87%	59.52%
First	86-87	57.78%	50.47%	54.49%	63.59%	54.75%	52.40%	37.90%	53.61%
Sem.	87-88	51.49%	44.64%	48.35%	58.74%	54.04%	51.58%	39.15%	51.65%
Fourth	84-85	41.72%	38.39%	40.03%	45.35%	32.90%	31.59%	18.30%	34.09%
Six	85-86	49.40%	44.01%	46.71%	50.60%	38.85%	31.42%	22.29%	38.28%
Weeks	86-87	43.86%	36.16%	40.41%	45.43%	34.08%	29.03%	19.23%	33.69%
	87-88	35.39%	30.84%	33.25%	47.94%	37.19%	32.01%	24.30%	36.54%
Fifth	84-85	40.55%	39.50%	40.02%	49.20%	36.96%	34.23%	22.92%	37.90%
Six	85-86	49.33%	44.40%	46.87%	51.30%	43.46%	37.08%	27.19%	41.76%
Weeks	86-87	45.57%	35.34%	40.96%	49.27%	40.70%	36.85%	25.37%	39.50%
	87-88	36.40%	32.37%	34.49%	48.65%	42.03%	36.95%	29.00%	40.06%
Sixth	84-85	42.82%	40.94%	41.87%	55.15%	44.82%	39.06%	26.83%	43.70%
Six	85-86	52.32%	49.03%	50.68%	54.65%	46.07%	38.40%	30.26%	44.37%
Weeks	86-87	45.90%	37.17%	41.95%	51.75%	42.46%	37.09%	28.08%	41.28%
	87-88	36.66%	33.45%	35.14%	50.54%	42.25%	39.62%	27.07%	40.82%
Final	84-85	29.69%	26.62%	28.14%	46.60%	34.39%	30.69%	15.08%	34.09%
Grade	85-86	40.60%	34.46%	37.54%	45.69%	36.00%	27.23%	16.93%	33.82%
Second*	86-87	39.92%	29.39%	35.16%	44.10%	35.09%	29.46%	17.57%	33.12%
Sem.	87-88	29.39%	22.81%	26.27%	43.69%	36.05%	29.67%	15.99%	32.48%
Any	84-85	----	----	----	69.79%	62.49%	58.69%	39.66%	59.62%
Period	85-86	----	----	----	67.45%	58.86%	52.98%	43.76%	57.68%
Second	86-87	----	----	----	63.87%	56.42%	50.49%	39.67%	54.05%
Sem.	87-88	----	----	----	63.76%	57.11%	53.09%	41.54%	54.77%

*For entire year for grades 7 and 8

Percentages of Grades That Are F's

Reporting Period		Grade Level 7	8	7-8	9	10	11	12	9-12
First	84-85	11.34%	9.67%	10.49%	17.09%	10.73%	9.84%	6.65%	12.13%
Six	85-86	17.21%	12.42%	14.85%	19.39%	12.09%	11.69%	7.15%	13.89%
Weeks	86-87	15.41%	10.15%	13.07%	14.51%	10.01%	9.16%	5.06%	10.43%
	87-88	10.09%	7.26%	8.80%	14.29%	9.73%	8.26%	5.51%	9.99%
	88-89	8.71%	6.19%	7.48%	17.53%	10.47%	9.63%	6.44%	11.90%
2nd	84-85	13.11%	10.95%	12.02%	21.21%	13.52%	12.08%	7.59%	14.96%
Six	85-86	19.10%	15.02%	17.08%	22.82%	14.22%	11.77%	8.24%	15.87%
Weeks	86-87	16.03%	11.23%	13.89%	17.75%	12.53%	11.23%	7.07%	12.99%
	87-88	13.52%	9.07%	11.49%	17.95%	12.95%	11.74%	8.05%	13.26%
	88-89	10.70%	7.89%	9.34%	22.42%	13.79%	13.34%	8.71%	15.61%
Third	84-85	14.71%	12.69%	13.69%	26.56%	17.83%	16.25%	10.78%	19.42%
Six	85-86	18.98%	15.20%	17.11%	26.58%	16.25%	13.84%	9.61%	18.40%
Weeks	86-87	16.85%	11.58%	14.49%	20.52%	14.45%	12.75%	8.21%	14.95%
	87-88	13.58%	8.92%	11.46%	20.31%	15.51%	13.32%	9.33%	15.24%
Final	84-85	----	----	----	22.51%	13.34%	11.43%	6.46%	15.08%
Grade	85-86	----	----	----	23.23%	13.55%	11.00%	6.58%	15.37%
First	86-87	----	----	----	17.21%	11.60%	9.73%	5.52%	11.93%
Sem.	87-88	----	----	----	17.32%	12.18%	10.41%	6.32%	12.18%
4th	84-85	14.98%	12.51%	13.73%	17.30%	10.28%	9.37%	5.92%	11.94%
Six	85-86	19.21%	15.46%	17.35%	19.42%	12.12%	9.17%	6.90%	13.30%
Weeks	86-87	15.30%	10.99%	13.38%	16.84%	10.71%	8.75%	5.92%	11.53%
	87-88	11.17%	8.23%	9.79%	18.33%	12.09%	9.98%	7.84%	12.75%
Fifth	84-85	15.32%	13.87%	14.59%	21.13%	12.77%	10.93%	7.74%	14.61%
Six	85-86	19.11%	15.83%	17.47%	21.28%	15.07%	11.46%	8.86%	15.54%
Weeks	86-87	16.29%	11.03%	13.93%	19.52%	13.54%	12.02%	8.46%	14.32%
	87-88	12.13%	8.99%	10.64%	20.80%	14.50%	12.20%	9.55%	14.99%
Sixth	84-85	16.71%	14.71%	15.70%	25.58%	16.65%	13.56%	9.11%	18.00%
Six	85-86	21.38%	17.88%	19.64%	23.15%	16.80%	12.47%	9.54%	16.96%
Weeks	86-87	17.07%	11.44%	14.54%	21.38%	14.71%	12.53%	9.05%	15.44%
	87-88	12.82%	10.11%	11.54%	21.68%	15.82%	13.54%	8.58%	15.68%
Final	84-85	11.56%	9.44%	10.49%	21.84%	12.65%	10.26%	5.10%	14.24%
Grade	85-86	17.69%	13.40%	15.56%	20.05%	12.87%	8.63%	5.43%	13.32%
2nd	86-87	16.28%	9.81%	13.37%	18.83%	12.03%	9.66%	5.65%	12.64%
Sem.*	87-88	11.48%	7.10%	9.41%	19.54%	13.30%	9.79%	5.17%	12.81%

*For entire year for grades 7 and 8

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		SEX				TOTAL	
		F		M			
		#	%	#	%	#	%
CODE	DESC						
H	FAILURE TO TURN IN WORK	3658	41.5	5162	58.5	8820	100.0
I	FAILURE TO MAKE UP WORK/TAKE TEST	1871	49.4	1916	50.6	3787	100.0
J	LACK OF EFFORT	1261	33.5	2499	66.5	3760	100.0
K	POOR PERFORMANCE ON QUIZZES/TESTS	4252	48.0	4602	52.0	8854	100.0
L	EXCESSIVE ABSENCES/TARDIES	2839	47.4	3150	52.6	5989	100.0
M	POOR STUDY/WORK HABITS	908	34.7	1709	65.3	2617	100.0
N	FAILURE TO TURN IN PROJECT	350	42.0	483	58.0	833	100.0
O	INAPPROPRIATE/UNCOOPERATIVE BEHAVIOR	298	25.8	855	74.2	1153	100.0
P	FAILURE TO PAY ATTENTION	452	33.6	895	66.4	1347	100.0
Q	FAILURE TO SEEK HELP WHEN NEEDED	558	42.3	762	57.7	1320	100.0
R	FAILURE TO BRING MATERIALS TO CLASS	157	28.5	393	71.5	550	100.0
S	TUTORING RECOMMENDED	323	48.1	348	51.9	671	100.0

(CONTINUED)

High School (9-12)
6th Six Weeks 1987-88

Attachment B
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		SEX					
		F		M		TOTAL	
		#	%	#	%	#	%
CODE	DESC						
T	PARENT CONFERENCE REQUESTED	501	42.3	684	57.7	1185	100.0
U	BORDERLINE	2822	46.6	3233	53.4	6055	100.0
TOTAL		20250	43.1	26691	56.9	46941	100.0

High School (9-12)
6th Six Weeks 1987-88

Attachment B
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		ETH										TOTAL	
		1		2		3		4		5			
		#	%	#	%	#	%	#	%	#	%	#	%
CODE	DESC												
H	FAILURE TO TURN IN WORK	17	0.2	84	1.0	2112	23.9	2876	32.6	3731	42.3	8820	100.0
I	FAILURE TO MAKE UP WORK/TAKE TEST	9	0.2	41	1.1	961	25.4	1265	33.4	1511	39.9	3787	100.0
J	LACK OF EFFORT	8	0.2	22	0.6	1020	27.1	1251	33.3	1459	38.8	3760	100.0
K	POOR PERFORMANCE ON QUIZZES/TESTS	21	0.2	139	1.6	2256	25.5	2642	29.8	3796	42.9	8854	100.0
L	EXCESSIVE ABSENCES/TARDIES	16	0.3	71	1.2	1569	26.2	2244	37.5	2089	34.9	5989	100.0
M	POOR STUDY/WORK HABITS	8	0.3	20	0.8	739	28.2	856	32.7	994	38.0	2617	100.0
N	FAILURE TO TURN IN PROJECT	.	.	11	1.3	199	23.9	243	29.2	380	45.6	833	100.0
O	INAPPROPRIATE-/UNCOOPERATIVE BEHAVIOR	2	0.2	3	0.3	459	39.8	328	28.4	361	31.3	1153	100.0
P	FAILURE TO PAY ATTENTION	1	0.1	10	0.7	404	30.0	393	29.2	539	40.0	1347	100.0
Q	FAILURE TO SEEK HELP WHEN NEEDED	2	0.2	11	0.8	350	26.5	407	30.8	550	41.7	1320	100.0
R	FAILURE TO BRING MATERIALS TO CLASS	.	.	3	0.5	199	36.2	156	28.4	192	34.9	550	100.0
S	TUTORING RECOMMENDED	.	.	9	1.3	234	34.9	177	26.4	251	37.4	671	100.0

High School (9-12)
6th Six Weeks 1987-88

Attachment B
(Page 3 of 6)

(CONTINUED)

IPR COMMENT COUNTS
BY ETH

12:25 FRIDAY, AUGUST 12, 1988 31

		ETH										TOTAL	
		1		2		3		4		5			
		#	%	#	%	#	%	#	%	#	%	#	%
CODE	DESC												
T	PARENT CONFERENCE REQUESTED	3	0.3	9	0.8	423	35.7	364	30.7	386	32.6	1185	100.0
U	BORDERLINE	17	0.3	105	1.7	1626	26.9	1780	29.4	2527	41.7	6055	100.0
TOTAL		104	0.2	538	1.1	12551	26.7	14982	31.9	18766	40.0	46941	100.0

6th Six Weeks 1987-88

High School (9-12)

Attachment B
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CODE	DESC	GRADE 06 #	06 %	07 #	07 %	08 #	08 %	09 #	09 %	10 #	10 %	11 #	11 %	12 #	12 %	TOTAL #	TOTAL %
H	FAILURE TO TURN IN WORK	49	0.6	139	1.6	193	2.2	3258	36.9	2090	23.7	1921	21.8	1170	13.3	8820	100.0
I	FAILURE TO MAKE UP WORK/TAKE TEST	27	0.7	60	1.6	63	1.7	1345	35.5	953	25.2	855	22.6	484	12.8	3787	100.0
J	LACK OF EFFORT	49	1.3	88	2.3	129	3.4	1597	42.5	875	23.3	640	17.0	382	10.2	3760	100.0
K	POOR PERFORMANCE ON QUIZZES/TESTS	26	0.3	34	0.4	42	0.5	3085	34.8	2379	26.9	2123	24.0	1165	13.2	8854	100.0
L	EXCESSIVE ABSENCES/TARDIES	56	0.9	251	4.2	315	5.3	2714	45.3	1172	19.6	887	14.8	594	9.9	5989	100.0
M	POOR STUDY/WORK HABITS	15	0.6	36	1.4	76	2.9	1190	45.5	646	24.7	427	16.3	227	8.7	2617	100.0
N	FAILURE TO TURN IN PROJECT	.	.	3	0.4	2	0.2	277	33.3	194	23.3	211	25.3	146	17.5	833	100.0
O	INAPPROPRIATE-/UNCOOPERATIVE BEHAVIOR	37	3.2	40	3.5	62	5.4	515	44.7	282	24.5	142	12.3	75	6.5	1153	100.0
P	FAILURE TO PAY ATTENTION	9	0.7	9	0.7	13	1.0	600	44.5	344	25.5	253	18.8	119	8.8	1347	100.0
Q	FAILURE TO SEEK HELP WHEN NEEDED	5	0.4	9	0.7	13	1.0	493	37.3	341	25.8	278	21.1	181	13.7	1320	100.0
R	FAILURE TO BRING MATERIALS TO CLASS	4	0.7	3	0.5	13	2.4	311	56.5	128	23.3	59	10.7	32	5.8	550	100.0
S	TUTORING RECOMMENDED	1	0.1	3	0.4	13	1.9	286	42.6	198	29.5	115	17.1	55	8.2	671	100.0

(CONTINUED)

		GRADE														TOTAL	
		06		07		08		09		10		11		12			
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
CODE	DESC																
T	PARENT CONFERENCE REQUESTED	15	1.3	33	2.8	25	2.1	556	46.9	259	21.9	188	15.9	109	9.2	1185	100.0
U	BORDERLINE	23	0.4	110	1.8	142	2.3	2002	33.1	1502	24.8	1447	23.9	829	13.7	6055	100.0
TOTAL		316	0.7	818	1.7	1101	2.3	18229	38.8	11363	24.2	9546	20.3	5568	11.9	46941	100.0

High School (9-12)

6th Six Weeks 1987-88

Attachment B
(Page 6 of 6)

		SEX				TOTAL	
		F		M			
		#	%	#	%	#	%
CODE	DESC						
H	FAILURE TO TURN IN WORK	3536	39.2	5491	60.8	9027	100.0
I	FAILURE TO MAKE UP WORK/TAKE TEST	1353	43.6	1752	56.4	3105	100.0
J	LACK OF EFFORT	1386	32.4	2893	67.6	4279	100.0
K	POOR PERFORMANCE ON QUIZZES/TESTS	2266	43.3	2970	56.7	5236	100.0
L	EXCESSIVE ABSENCES/TARDIES	1218	47.5	1346	52.5	2564	100.0
M	POOR STUDY/WORK HABITS	960	33.4	1910	66.6	2870	100.0
N	FAILURE TO TURN IN PROJECT	277	35.5	503	64.5	780	100.0
O	INAPPROPRIATE /UNCOOPERATIVE BEHAVIOR	606	26.4	1688	73.6	2294	100.0
P	FAILURE TO PAY ATTENTION	840	34.4	1605	65.6	2445	100.0
Q	FAILURE TO SEEK HELP WHEN NEEDED	431	37.0	733	63.0	1164	100.0
R	FAILURE TO BRING MATERIALS TO CLASS	386	28.7	959	71.3	1345	100.0
S	TUTORING RECOMMENDED	209	37.8	344	62.2	553	100.0

(CONTINUED)

Middle/Junior High School (6-8)
6th Six Weeks 1987-88

Attachment C
(Page 1 of 6)

IPR COMMENT COUNTS
BY SEX

11:55 FRIDAY, AUGUST 12, 1988 28

		SEX					
		F		M		TOTAL	
		#	%	#	%	#	%
CODE	DESC						
T	PARENT CONFERENCE REQUESTED	504	35.0	937	65.0	1441	100.0
U	BORDERLINE	2543	42.3	3472	57.7	6015	100.0
TOTAL		16515	38.3	26603	61.7	43118	100.0

Middle/Junior High School (6-8)

6th Six Weeks 1987-88

Attachment C
(Page 2 of 6)

		ETH										TOTAL	
		1		2		3		4		5			
		#	%	#	%	#	%	#	%	#	%	#	%
CODE	DESC												
H	FAILURE TO TURN IN WORK	19	0.2	60	0.7	2142	23.7	3717	41.2	3089	34.2	9027	100.0
I	FAILURE TO MAKE UP WORK/TAKE TEST	7	0.2	23	0.7	682	22.0	1335	43.0	1058	34.1	3105	100.0
J	LACK OF EFFORT	8	0.2	26	0.6	1081	25.3	1870	43.7	1294	30.2	4279	100.0
K	POOR PERFORMANCE ON QUIZZES/TESTS	9	0.2	41	0.8	1303	24.9	2052	39.2	1831	35.0	5236	100.0
L	EXCESSIVE ABSENCES/TARDIES	9	0.4	9	0.4	505	19.7	1379	53.8	662	25.8	2564	100.0
M	POOR STUDY/WORK HABITS	4	0.1	23	0.8	847	29.5	1167	40.7	829	28.9	2870	100.0
N	FAILURE TO TURN IN PROJECT			1	0.1	208	26.7	285	36.5	286	36.7	780	100.0
O	INAPPROPRIATE-/UNCOOPERATIVE BEHAVIOR	3	0.1	13	0.6	783	34.1	918	40.0	577	25.2	2294	100.0
P	FAILURE TO PAY ATTENTION	6	0.2	18	0.7	655	26.8	1065	43.6	701	28.7	2445	100.0
Q	FAILURE TO SEEK HELP WHEN NEEDED	1	0.1	13	1.1	297	25.5	506	43.5	347	29.8	1164	100.0
R	FAILURE TO BRING MATERIALS TO CLASS	3	0.2	10	0.7	386	28.7	581	43.2	365	27.1	1345	100.0
S	TUTORING RECOMMENDED	2	0.4	7	1.3	157	28.4	[illegible]	45.6	135	24.4	553	100.0

(CONTINUED)

IPR COMMENT COUNTS
BY ETH

11:55 FRIDAY, AUGUST 12, 1988 30

		ETH										TOTAL	
		1		2		3		4		5			
		#	%	#	%	#	%	#	%	#	%	#	%
CODE	DESC												
T	PARENT CONFERENCE REQUESTED	3	0.2	8	0.6	632	43.9	514	35.7	284	19.7	1441	100.0
U	BORDERLINE	7	0.1	70	1.2	1518	25.2	2235	37.2	2185	36.3	6015	100.0
TOTAL		81	0.2	322	0.7	11196	26.0	17876	41.5	13643	31.6	43118	100.0

Middle/Junior High Schools (6-8)

6th Six Weeks 1987-88

Attachment C
(Page 4 of 6)

		GRADE						TOTAL	
		06		07		08			
		#	%	#	%	#	%	#	%
CODE	DESC								
H	FAILURE TO TURN IN WORK	1860	20.6	4160	46.1	3007	33.3	9027	100.0
I	FAILURE TO MAKE UP WORK/TAKE TEST	781	25.2	1233	39.7	1091	35.1	3105	100.0
J	LACK OF EFFORT	1128	26.4	1765	41.2	1386	32.4	4279	100.0
K	POOR PERFORMANCE ON QUIZZES/TESTS	1199	22.9	2089	39.9	1948	37.2	5236	100.0
L	EXCESSIVE ABSENCES/TARDIES	566	22.1	1170	45.6	828	32.3	2564	100.0
M	POOR STUDY/WORK HABITS	979	34.1	1073	37.4	818	28.5	2870	100.0
N	FAILURE TO TURN IN PROJECT	115	14.7	399	51.2	266	34.1	780	100.0
O	INAPPROPRIATE-/UNCOOPERATIVE BEHAVIOR	625	27.2	1005	43.8	664	28.9	2294	100.0
P	FAILURE TO PAY ATTENTION	776	31.7	952	38.9	717	29.3	2445	100.0
Q	FAILURE TO SEEK HELP WHEN NEEDED	346	29.7	436	37.5	382	32.8	1164	100.0
R	FAILURE TO BRING MATERIALS TO CLASS	512	38.1	499	37.1	334	24.8	1345	100.0
S	TUTORING RECOMMENDED	208	37.6	233	42.1	112	20.3	553	100.0

(CONTINUED)

Middle/Junior High Schools (6-8)

6th Six Weeks 1987-88

Attachment C
(Page 5 of 6)

		GRADE						TOTAL	
		06		07		08			
		#	%	#	%	#	%	#	%
CODE	DESC								
T	PARENT CONFERENCE REQUESTED	403	28.0	630	43.7	408	28.3	1441	100.0
U	BORDERLINE	1600	26.6	2165	36.0	2250	37.4	6015	100.0
TOTAL		11098	25.7	17809	41.3	14211	33.0	43118	100.0

Middle/Junior High Schools (6-8)

6th Six Weeks 1987-88

Attachment C
(Page 6 of 6)

1/23/89 - ANALYSIS OF PROGRESS REPORTS FOR SIXTH 6 WEEKS 1987-88 IN SENIOR HIGH SCHOOLS

CAT.	MALE		FEMALE		AM. IND.		ORIENTAL		BLACK		HISPANIC		OTHER		TOTAL	
H	3,227	34.2%	2,468	26.1%	10	0.1%	63	0.6%	1,350	14.3%	1,792	19.0%	2,478	26.2%	5,695	60.4%
I	1,489	15.7%	1,440	15.2%	7	0.0%	33	0.3%	729	7.7%	967	10.2%	1,193	12.6%	2,929	31.0%
J	1,825	19.3%	1,051	11.1%	7	0.0%	22	0.2%	757	8.0%	937	9.9%	1,152	12.2%	2,876	30.5%
K	3,215	34.1%	3,034	32.1%	11	0.1%	100	1.0%	1,513	16.0%	1,850	19.6%	2,772	29.4%	6,249	66.3%
L	1,347	14.2%	1,254	13.3%	8	0.0%	28	0.2%	653	6.9%	948	10.0%	962	10.2%	2,601	27.5%
M	1,379	14.6%	819	8.6%	8	0.0%	17	0.1%	618	6.5%	720	7.6%	834	8.8%	2,198	23.3%
N	450	4.7%	333	3.5%	0	0.0%	11	0.1%	193	2.0%	225	2.3%	354	3.7%	783	8.3%
O	703	7.4%	263	2.7%	2	0.0%	3	0.0%	380	4.0%	270	2.8%	311	3.2%	966	10.2%
P	773	8.2%	413	4.3%	1	0.0%	7	0.0%	350	3.7%	338	3.5%	490	5.1%	1,186	12.5%
Q	706	7.4%	527	5.5%	2	0.0%	11	0.1%	324	3.4%	386	4.0%	510	5.4%	1,233	13.0%
R	359	3.8%	152	1.6%	0	0.0%	3	0.0%	185	1.9%	143	1.5%	180	1.9%	511	5.4%

TOTAL STUDENTS RECEIVING PROGRESS REPORTS THIS SIX WEEKS: 9,425

TOTAL PROGRESS REPORTS RECEIVED BY THE ABOVE STUDENTS: 20,144

Attachment D

1/23/89 - ANALYSIS OF PROGRESS REPORTS FOR SIXTH 6 WEEKS 1987-88 IN JUNIOR HIGH/MIDDLE SCHOOLS

CAT.	MALE		FEMALE		AM. IND.		ORIENTAL		BLACK		HISPANIC		OTHER		TOTAL	
H	2,836	42.4%	2,033	30.3%	7	0.1%	37	0.5%	1,152	17.2%	1,881	28.1%	1,782	26.6%	4,869	72.8%
I	1,199	17.9%	936	13.9%	3	0.0%	18	0.2%	501	7.4%	859	12.8%	751	11.2%	2,135	31.9%
J	1,809	27.0%	998	14.9%	5	0.0%	15	0.2%	724	10.8%	1,152	17.2%	906	13.5%	2,807	41.9%
K	2,055	30.7%	1,630	24.3%	6	0.0%	31	0.4%	918	13.7%	1,396	20.8%	1,330	19.8%	3,685	55.0%
L	615	9.1%	517	7.7%	3	0.0%	5	0.0%	247	3.6%	570	8.5%	305	4.5%	1,132	16.9%
M	1,371	20.4%	761	11.3%	2	0.0%	17	0.2%	597	8.9%	847	12.6%	666	9.9%	2,132	31.8%
N	453	6.7%	251	3.7%	0	0.0%	1	0.0%	186	2.7%	253	3.7%	262	3.9%	704	10.5%
O	1,185	17.7%	477	7.1%	2	0.0%	9	0.1%	549	8.2%	658	9.8%	439	6.5%	1,662	24.8%
P	1,210	18.0%	657	9.8%	3	0.0%	14	0.2%	486	7.2%	804	12.0%	557	8.3%	1,867	27.9%
Q	627	9.3%	384	5.7%	1	0.0%	12	0.1%	259	3.8%	424	6.3%	315	4.7%	1,011	15.1%
R	728	10.8%	320	4.7%	2	0.0%	6	0.0%	306	4.5%	438	6.5%	295	4.4%	1,048	15.6%

TOTAL STUDENTS RECEIVING PROGRESS REPORTS THIS SIX WEEKS: 6,688

TOTAL PROGRESS REPORTS RECEIVED BY THE ABOVE STUDENTS: 15,686

Attachment E

PROGRESS REPORT S022

Attachment F

DO NOT MARK IN THIS AREA

INSTRUCTIONS:

(1) Fill in comment codes only for students who have borderline grades (70-73) or who are failing.
(2) Fill in U comment codes for borderline students only.
(3) For students not listed, write in the name and bubble in the student number and comment codes at the bottom of the page.

COMMENT CODE LEGEND

H. Failure to turn in work
I. Failure to make up work/take test
J. Lack of effort
K. Poor performance on quizzes/tests
L. Excessive absences/tardies
M. Poor study/work habits
N. Failure to turn in project
O. Inappropriate/uncooperative behavior
P. Failure to pay attention
Q. Failure to seek help when needed
R. Failure to bring materials to class
S. Tutoring recommended
T. Parent conference requested
U. Borderline (70-73)

(BORDERLINE)

STUDENT NO.

(BORDERLINE)

Attachment G

AUSTIN HIGH SCHOOL
1715 WEST FIRST ST.
AUSTIN, TEXAS 78703

TO THE PARENT OR GUARDIAN OF

911 EAST 3RD ST.
AUSTIN, TEXAS 78702

PROGRESS REPORT

STUDENT NUMBER	STUDENT	GR LEVEL	6 WKS	School Phone Number
		09	6	474-5951

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05/11/88

This is to notify you of your child's unsatisfactory progress in the following courses as of the MIDDLE of the current six weeks.

PER	AISD COURSE NAME	TEACHER NAME	COMMENTS (SEE LEGEND BELOW.)	
2	BODY BUILDING	FARR D	FAILING	L R
3	CLA IB	BEARDSLEY A	FAILING	H N
4	FOM BASIC B	STOECKLE J	BORDERLINE	
5	INTRO BIO IB	HENRY M	FAILING	H J K L M P
6	WORLD GEO IB	MARTIN C	FAILING	H J K L M P

COMMENT CODE LEGEND

H. Failure to turn in work
I. Failure to make up work/take test
J. Lack of effort
K. Poor performance on quizzes/tests
L. Excessive absences/tardies
M. Poor study/work habits
N. Failure to turn in project
O. Inappropriate/uncooperative behavior
P. Failure to pay attention
Q. Failure to seek help when needed
R. Failure to bring materials to class
S. Tutoring recommended
T. Parent conference requested

Your child will be suspended from extracurricular activities if he or she does not have at least a 70 average in each course at the end of the six weeks. If you have a question, please contact the teacher at the phone number listed above. Free tutorial sessions are available at your local community school.